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ABSTRACT

A needs assessment survey to determine the kinds of activities that would best serve the motivational and academic needs of Apache students was submitted to 900 parents of children attending the Rice Elementary School District on the San Carlos Apache Indian Reservation, Arizona. The six top priority items suggested by the parents included home reading material, tutoring aides, school pictures, a school monthly newspaper, a counselor program, and a parent committee. All of these ideas were implemented in the school program. A parent committee of 38 members was elected to set policies and guidelines for the operation of the Title IV program. In the course of the 1977-78 school year 12 members attended more than half of the meetings and were actively involved in planning. When asked to appraise each of the program components, a large majority of the school staff supported home reading material, counseling, and the use of a library aide. The newspaper, school pictures, and tutoring were supported by less than a majority of the staff. Opposing viewpoints between the teaching staff and parent committee indicated the need for increased communication and interaction between the two groups. An appendix provides a suggested needs assessment format, a counselor's statistical report, the tutor workshop training outline, and an excerpt from the school newspaper. (DS)

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AUG 1978
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EVALUATION

Title IV Program

Indian Education Act

Submitted To:

RICE SCHOOL DISTRICT NO. 20

P. O. Box 207
San Carlos, Arizona 85550

Submitted By:

NATIONAL INDIAN TRAINING AND RESEARCH CENTER

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June, 1978

RC 010751

TITLE IV PROGRAM EVALUATION

Rice School District No. 20
San Carlos, Arizona 85550

The Rice Elementary School District is located on the San Carlos Apache Indian Reservation with headquarters at San Carlos, Arizona. The District has the highest percentage of Indian students (approximately 98%) in comparison to all major Indian impact districts in Arizona (FY 1976 - JOM Report). The amount of taxable valuation per student is the third lowest in the state ($1,334 in comparison to a state average of $14,951). Thus the District is dependent almost wholly on State and Federal aids for its support. Approximately 2% of its operating budget is generated from local taxes.

Like most other Indian related districts in Arizona, the Indian students test low on academic achievement. Each year, standardized tests in reading and mathematics are given to all 3rd and 5th Grade students respectively in the public schools of Arizona. While the Apache students in the Rice schools tested among the lowest in the State, they are showing a steady improvement based on the mean grade equivalent scores. For example, Rice Third Graders tested at 1.8 (MGE) in 1973 on the State reading test. Third Graders in 1976 tested 2.2 (MGE). In the State math test, Fifth Graders tested at 3.5 in 1975; 3.6 in 1976 and 3.8 in 1977 (all based on MGE). While the progressive increase in performance is significant, the fact that Rice students still test below state and national norms pro-

vides continued motivation for developing the best possible education services.

The NITRC approach in this appraisal is to provide information-based data that is relevant in the decision-making process and which will assist the School and Parent Committee to appraise the worth of the program. This is in contrast to an evaluation based primarily on the achievement of performance objectives. These rarely change during the project year and do not include the "unintended outcomes" or "shadow benefits" that may accrue as program results. An on-site visit was made on May 25 for data collection and interviews with key school and representative Title IV personnel.

Needs Assessment

The needs assessment on which project activities for the past school year was based focussed on two objectives. These were (1) to determine the kinds of activities that would best serve the motivational and academic needs of the Apache students and (2) would seek greater overall parent input in the process. Questionaires were forwarded to 900 parents. While only 80 parents or 8.8% responded, school personnel were gratified with this special effort to involve all parents in this type of input experience. It should be pointed out that while other special programs mandate parent advisory committee participation, Title IV appears to be the only program that actively sought total parent input in its needs survey.

The components of the Title IV program follow the six top priority items identified in the needs assessment survey along with the addition of a library aide (sanctioned by the Parent Committee).

The priority order of activities based on survey is shown in the mini-table along with the number of responses (out of 80 respondents) recommending the activity.

Activity	(No. Recommending)
1. Home Reading Materials	(67)
2. Tutoring Aides	(60)
3. School Pictures	(55)
4. School Monthly Newspaper	(53)
5. Counselor Program	(51)
6. Parent Committee Costs	(43)

The only other activities suggested by more than 10 respondents were a field trip and a year book (each recommended by 13 respondents in the survey).

Parent Committee

In a public meeting, the parents in the Rice School District elected a large committee composed of 38 members to set the policies and guidelines for the operation of the Title IV program. The minutes of the meetings held provide a very good appraisal of the extent that the Parent Committee truly sets

policies, monitors, evaluates and otherwise assists in the operation of the program as it progresses. The minutes show the attendance of Parent Committee members and reveal the depth of responsibility assumed.

Of the 38 names on the Parent Committee list for 77-78, the minutes show that 18 members were active; that is, attended some of the meetings. There were 11 regular or special meetings of the Parent Committee held in the 4 month period between January 5, 1978 and May 2, 1978. The mini-table shows the number of meetings attended by individual Parent Committee members during the January to May 2 period.

No. of PC Members (18):	2	2	2	3	2	1	2	1	3
No. of meetings attended:	1	2	3	4	5	6	7	8	10

The questionaire results from Parent Committee members (made during interim evaluation) showed that the Parent Committee was actively involved in planning. Respondents were generally agreed that

- Guidelines of the USOE were explained;
- Previous projects were reviewed;
- Needs were discussed;
- Parent Committee was consulted on resources available to meet needs;
- Parent Committee was consulted on development of priorities;

- Parent Committee assisted in determining causes for deficiencies;

- Parent Committee was consulted on methods and activities to remedy deficiencies; and

- Parent Committee made recommendations for appointment of Title IV staff.

The depth of responsibility taken by the Parent Committee as the program has progressed is best illustrated from brief excerpts of the minutes of meetings.

- Meeting began with Mr. _____ reviewing and reading surveys handed in by teachers. Each teacher's proposal was read and discussed.

- Mr. _____ stressed need for an additional counselor.

- Mrs. _____ recommends another person (for newspaper).

- Added services was tabled until assessment is made .... various programs discussed.

- The Committee discussed the need for rules, regulations or by-laws to govern Committee actions and activities ... a later date would start drafting a set of rules.

- Motion made by _____ that screening committee interview aides before moving them up (to upper grades).

- Mrs. _____ feels School Paper program is not being handled as the project is written and the Director should write a letter to Mr. (Editor) and let him know that the Committee is displeased ..... made motion that they hire _____ on a trial basis as Newspaper Consultant.

- Motion made by _____ to accept (summer) program with proper corrections mentioned in meeting; seconded by _____. Motion carried.

Program Appraisal

To obtain wide input for assessing the overall worth of the Title IV program, a very brief questionaire was developed for the school staff. Copies of the questionaire were given to teachers or left for teachers in the school mail slots. Twenty-nine (29) of the 42 teachers or 70% completed the questionaire. The majority of the teachers responding have served in the Rice School 4 years or longer. The tenure of the teachers responding is shown in the mini-table.

No. of years in Rice School:	1	2	3	4	5 or more
No. of teachers (N-29):	3	6	3	4	13

The teachers were requested to appraise the effectiveness of the various program components by checking one of four evaluative statements; namely, (1) very worthwhile, (2) worthwhile, (3) value questionable, or (4) no value. An additional block was provided for those having no opinion for the particular program component. The questionaire was kept short in deference to the rush of activity at the close of the school year. The staff responses are reported under the discussion of each program activity.

Counselor Program

The counselor program was ongoing this year. It proposed a wide range of objectives; help for students to adjust to school and

society; in-service training for teachers; follow up on potential dropouts; and extensive liaison between school, home and community. Two aides were assigned to work in the counseling program. Based on the cumulative statistical report of the Counselor, serious effort was made to meet the stated aims of the program.

The teachers, on the whole, rated this supplement to the school program, as worthwhile. Teacher responses are shown in the mini-table (with approximate %).

Counselor Program:	Very Worthwhile	Worthwhile	Value Questionable
Teacher Responses (29):	4 (14%)	17 (59%)	8 (27%)

No teacher checked the no value block and all registered an opinion. One teacher thought the counseling department tried to do too much and should limit their objectives. Two others commented:

- Counseling department could do more counseling instead of paper work.
- Counselor program should be focussed on counseling more students.

The three top administrators (superintendent, principal and vice principal) all rated the counselor program as very worthwhile.

Newspaper Project

The newspaper, an on-going component from the previous year, had great difficulty in getting started. No editor could be found until January. Two issues were produced dated February, 1978 and May 12, 1978. A third issue was in the making and still a fourth was proposed for the summer.

The editor was replaced at the end of April on the advice and action of the Parent Committee. The reason given was the lack of time to give to the project. The fault did not appear to be in the quality of product produced. Several reduced sized pages are shown in the Appendix to illustrate the quality and wide range of content. The lack of regular issues of the paper apparently affected the teachers' appraisal of the newspaper. One teacher commented

- The newspaper would be great if it were published on a regular basis.

Another teacher recommended the need for more student involvement. The appraisal of all teachers responding is given in the mini-table.

Newspaper	Very Worthwhile	Worthwhile	Value Questionable	No Value	No Opinion
Teachers (N-29):	4 (14%)	10 (34%)	8 (27%)	2 (7%)	5 (17%)

Only one of the three top school administrators rated the newspaper very worthwhile; the other two rated worthwhile. Again, the fact that regular monthly issues were not produced would appear to be the basis of their rating.

School Picture Project

Individual picture packets were provided all 866 Indian children in the school at no cost to the parents. The justification of the Administration and Parent Committee is the large percentage of low income families. Most of the Indian students could not afford to take part in a picture project. Such programs are being widely sponsored through school systems.

The teachers were divided in their appraisal opinions. One teacher felt that "all free things teach students to be dependent, not independent". Another teacher suggested class pictures as an apparent alternative. The number and approximate percentage of teacher ratings are given in the mini-table.

School Picture Project:	Very Worthwhile	Worthwhile	Value Questionable	No Value	No Opinion
Teacher Responses (N-29):	4 (14%)	9 (31%)	9 (31%)	3 (10%)	4 (14%)

The three administrators all rated the value questionable.

Home Reading Materials

The most widely acceptable project was the purchase and distribution of reading materials for home use. Apparently the expected outcome overshadowed any other consideration in the minds of the vast majority of staff and parents alike. The objective was to

> motivate the student to read through the selection of books he wishes to read and letting the student take the books home.

All 866 Indian students were allowed $5.50 each to select paper back books. There was a minimum of 5 books per student. The teachers supported the project overwhelmingly as will be seen in the mini-table.

Home Reading Materials:	Very Worthwhile	Worthwhile	Value Questionable	No Value
Teacher Responses (N-29):	14 (48%)	13 (45%)	1 (3%)	1 (3%)

Several teachers provided feedback from parents or students. They said

- Some parents inquired whether they might receive reading materials in the future.
- Many thought it was good.
- Kindergarten children wish every book read to them which we do.
- They thought it was great.
- Good idea - parents and children liked it.
- Students love them.

Only one teacher objected to the component on the basis that it is a "giveaway". Another thought that the few non-Indian children should be included because "they feel left out".

All three administrators rated the project very worthwhile.

Tutoring

Until the 77-78 school year, tutoring was provided only to 7th and 8th graders by paraprofessional aides under supervision of the classroom teacher. The past year (77-78), tutoring was extended to all grades, K-8.

In appraising the tutoring program and particularly in equating the negative remarks made by some teachers, several facts should be kept in mind. These are that:

(1) The parents rated tutoring aides as the second highest priority of proposed activities;
(2) The Parent Committee screened and selected the tutors, recommending their grade and subject placement based on what they felt were the capabilities of the aides selected; and
(3) The school administration followed the recommendations of the Parent Committee; resulting in little or no input from individual teachers in selecting his or her tutoring aide.

Seven tutoring aides were used in the tutoring program. Of these, four resigned during January or February. All for per-

sonal reasons (one took a better job in a bank; another followed her husband who left the community; and reasons not given on other two). Three of the four aides that resigned were replaced on March 14, 1978. The fourth was not replaced.

Three workshops for aides were held in January and February. (Copy of program is shown in Appendix).

Teacher response to the tutoring program was mixed; although those registering a negative response were more vocal in their comments. Their appraisal and comments follow.

Tutoring	Very Worthwhile	Worthwhile	Value Questionable	No Value	No Opinion
Teacher Responses (N-29):	9 (31%)	10 (34%)	3 (10%)	4 (14%)	3 (10%)

- Ask for teacher input ... will avoid letting tutors work with only certain students.
- Teachers have no input in the selection of their aide ... most training is done after aide enters classroom ... often teacher does not have time to supervise aide.
- Aides should be used where requested and not assigned arbitrarily.
- Restrictions placed on teachers using aides makes their value questionable. If the tutoring aide could work with any student, including Title I students, they would be very valuable.
- Tutoring aides became very unhappy because most of the tutoring was repetitious. Having the aide in the classroom is like having another student. Spent more time helping aide than it was worth.

All three administrators rated the component value questionable.

Library Aide

An aide was provided this past year to assist in the school library for the first time. There was wide agreement on the effectiveness of this new position. The librarian commented on the good performance in executing the tasks of general library work and particularly in maintaining discipline and rapport with the children. The fact the aide had had previous experience apparently was a big asset. All three administrators rated this program very worthwhile. Similarly, 9 of the 29 teachers rated the new component very worthwhile and 12 rated the activity worthwhile. Four (4) teachers questioned the value and the other 4 gave no opinion. The aide reported the orientation and supervision received was good.

Summer Program

A summer program has been approved from savings (largely salary lapses) effected in the past year's Title IV program. The program will last for 6 weeks and is composed of four components. They are:

1. Art classes in painting and fiber cloth.
2. Art classes in ceramics and leather.
3. Dramatics - skits, plays and costuming.

4. Cultural field trips.

   a. Phoenix overnight for older students.
   b. One day trip to circus, zoo and amusement park.

For The Future

Teachers were given the opportunity to make recommendations for the future. Some responded and were reported in connection with their rating of the various components. Others said:

- Have field trip off reservation and away from school.
- Use the book money for educational and cultural field trips.
- Employ clerical aides only.
- How about a clerical aide.
- Promote a parent supported reading program, reservation wide.

Summary and Conclusions

1. The Parent Committee sets the policies and is actively involved in the administration of the Title IV program of the Rice School District.

There is a saying in school operations that the school board "runs" the administrator and the administrator "runs" the school. This analogy seems to fit the Rice Parent Committee based on a faithful 12 members that attended one-half or more of the Parent Committee meetings and the depth of responsibility taken. While the Committee has not been able to induce

a large number of parents to serve (38 elected and 18 attended one or more meetings), those who did participate constituted a truly "faithful few". A transportation (and baby sitting fee) of $10.00 per meeting apparently did not induce a larger number of parents to participate with the Parent Committee. It was generally agreed that those who did serve would have served with or without the transportation allowance.

2. Three of the program components were supported by a large majority of the school staff (teachers and administrators) in their appraisals (Home Reading Materials, 93%; Counseling, 73%; and Library Aide, 73%).

With the exception of the few members of the teaching staff who objected to any "giveaways" Home Reading Materials component was appraised most highly. The fact that there were some administrative problems early in the school year in scheduling and coordinating counseling efforts with other programs, may account for only 73% teacher support.

3. The three other principal components were supported by less than a majority of the staff (Newspaper, 48%; Picture Project, 44%; and Tutoring, 44%) and all for apparently different reasons.

Based on both verbal and written responses, almost all the staff would have supported the Newspaper had it been issued regularly. In the process, some of the teachers recommended much wider student input. About one-half of the staff objected to the Picture Project on the basis of a "giveaway". The principal objection to Tutoring was in the selection and assignment of the tutors.

Suggestions for Considerations

1. Probably the foremost suggestion is to seek to help reconcile opposing viewpoints between the teaching staff and Parent Committee. Each group needs the support of the other in all program activities. This might be done through greater teacher representation at Parent Committee meetings, the development of joint committees and always apprising each the viewpoint of the other where differences of opinions are known to exist.

2. A format for needs survey is suggested (copy in Appendix) that will serve two objectives; namely, (1) what the needs are and (2) a judgment effectiveness of all programs toward meeting the identifiable needs. A joint committee composed of representatives of the Parent Committee and teaching staff should identify the area of needs to explore through the questionaire.

3. Give special attention to tutoring proposed for next year. (This may be academic since tutoring below the 7th and 8th grades has been deleted in the 78-79 program). With more teacher input, additional tutoring might be restored. The theory of special tutoring for the very lowest achievers is reported as being successful in other school programs.

4. Greater student input in the newspaper (suggested by several teachers) should be carefully considered for the

overall effectiveness of this component.

Late Responses

Two teachers forwarded their responses just prior to completion of the evaluation report. This raises the total number of respondents to 31 or 73% of teaching staff. One teacher questioned the value of the school picture and tutoring projects. The other rated all components as being very worthwhile with the final comment

"keep up the good work".

APPENDIX

A - Suggested Needs Assessment Format p. 19

B - Counselor's Statistical Report p. 23

C - Tutor Workshop Training Outline p. 24

D - Excerpt from Newspaper (reduced size) p. 29

APPENDIX A

INDIAN YOUTH NEEDS ASSESSMENT

SCHOOL ATTENDED BY YOUR CHILD _____

_____

DIRECTIONS

This questionnaire consists of 22 areas for helping Indian Youth. Your responses will enable the school and tribe to know the areas where Indian students need the most assistance. Using the answer key shown in the examples below, please respond to each statement in two different ways.

First - How much importance do you think *is* being given by the school in the activity identified?

Second - How much importance do you think *should be* given by the school at the present time?

EXAMPLES		DEGREE OF IMPORTANCE			
		Low or No	Medium	High	Very High
A. Providing summer school for students who need additional academic help.	*is*	☒	☐	☐	☐
	should be	☐	☐	☒	☐

In this example, the person responding believes that "Providing summer school for students *is* presently of low or no importance, but *should be* of high importance. He believes more importance should be given in this area.

B. Providing a special milk program for children determined to be under-nourished.	*is*	☒	☐	☐	☐
	should be	☒	☐	☐	☐

In this example, the person responding believes that "Providing a special milk program" *is* presently of low or no importance and *should be* of low or no importance. He believes enough importance is already given to this area; not too much or too little importance.

Please respond to each statement by placing an [x] in one square after *is* and an [x] in one square after *should be*.

			DEGREE OF IMPORTANCE			
			Low or No	Medium	High	Very High
1. Helping students in reading.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
2. Helping students in math.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
3. Helping students to write better.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
4. Helping students in art, music, and drama.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
5. Helping students in health, nutrition, and personal grooming.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
6. Relating the school curriculum, materials and activities to Papago life and culture.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
7. Helping students to feel good about themselves and to develop self confidence.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
8. Developing a program that will make students feel proud of their school.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
9. Field trips for enriching experience and interest in school.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
10. Recreational activities.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
11. Providing a well organized referral service for students with special needs.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐

Please respond to each statement by placing an [x] in one square after *is* and an [x] in one square after *should be*.

			DEGREE OF IMPORTANCE			
			Low or No	Medium	High	Very High
12. Providing more Indian teachers for Indian youth.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
13. Providing tutors for Indian youth who need special help.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
14. Providing follow up service for absentees and AWOLs.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
15. Providing inservice training for teachers and staff in better understanding of Indian youth and their unique needs.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
16. Inservice training for teachers in techniques of working with and teaching Indian youth.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
17. Providing liaison services between school and home.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
18. Providing parents with the knowledge of services available to Indian youth.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
19. Newsletters and articles to parents about local school activities.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
20. Instructional materials such as books and articles related to the interest of Indian children.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
21. Staff or person to coordinate, plan, and direct special Indian education programs.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐
22. Evaluation of the effectiveness of Indian special education programs to determine how good they are.		*is*	☐	☐	☐	☐
		should be	☐	☐	☐	☐

Please respond to each of the following questions
by placing an /x/ in the proper square

	Very Worthwhile	Worthwhile	Somewhat Worthwhile	Not Worthwhile
How worthwhile are the services and programs supported by the Title I Program?	☐	☐	☐	☐

Please list any suggestions you have for improving the services provided under Title I funds: _____

_____

_____

_____

How worthwhile are the services and programs supported in the Title IV Indian Education Project?	☐	☐	☐	☐

Please list any suggestions you have for improving the Title IV Indian Education Project: _____

_____

_____

_____

How worthwhile are the services and programs of the Johnson O'Malley Program?	☐	☐	☐	☐

Please list any suggestions you have for improving the Johnson O'Malley Program: _____

_____

_____

_____

APPENDIX B

RICE ELEMENTARY SCHOOL
SAN CARLOS, ARIZONA

GUIDANCE COUNSELOR
SUE HILLHOUSE

1977-78
ANNUAL REPORT DATA

1.	Classroom guidance meetings lead by counselor	0
2.	Teacher in-service meeting.....	1
3.	" " " -Number of teachers attending	35
4.	Group counseled.....	9
5.	" " -student sessions.....each	2 to 5
6.	" " -Number of individual students.....	64
7.	Individuals counseled.....	673
8.	Teacher-counselor conferences.....	320
9.	Aide-counselor conferences.....	328
10.	Superintendent-counselor-conferences.....	24
11.	Parent-counselor conferences (parents who come in)..... (on their own)	15
12.	Parent-teacher-counselor-psychologist-administrator conferences	21
13.	Parent-teacher-counselor-psychologist or speech therapist conferences	128
14.	Parent-teacher-counselor conferences.....	32
15.	Principal-parent or child-teacher-counselor conferences.	15
16.	In-service training programs for counselor and aides	2
17.	Community agency contacts.....	23
18.	Other meetings and conferences.....	3
19.	Principal-parent-counselor.....	5
20.	Principal-counselor.....	48
21.	Counselor Aide visits to parents.....	560
22.	Counselor-counselor aide visits to parents.....	28
23.	Nurse-counselor.....	125
24.	Testing (Screening for psychological).....	36
25.	Survey teams-outside evaluation (Federal, State, Title IV	3
26.	Counselor NEWSLETTER	2
27.	Counselor Survey of Teacher opinion poll.....	1
28.	Counselor Survey of Student opinion poll (4th, 6th, & 8th)	283
29.	Career Education-Interest Opinion Test.....Fifth Grade....	82
30.	Parent Group Program & Survey.....(prepared but postponed until next year)	

Sue Hillhouse, Counselor
Grace Goode (time May 9th
Franklin Dickens

APPENDIX C

TUTORING WORKSHOP

Purpose of tutoring is to give children close personal attention. Often times one to one plan works while groups of two, three up to five works also. The real meaning is to train tutors to be able to give the right kind of help.

A. The things we will cover [redacted]

1. Give children lessons made up for them alone.

2. Review with children work the teacher has given the whole class.

3. Generate more interest in school by planning lessons they like and can do.

4. Help them create a better self-image and how well they can work in school by making sure they succeed at whatever work you plan for them.

5. Create an atmosphere where reading is enjoyable or even fun.

6. Choose and change ways in presenting lessons.

7. Read aloud to children. Tease their imagination. Give them things to touch in person for better understanding.

8. Encourage children to talk about reading experiences and stories they like.

9. Leave a feeling of trust and interest in the children you work with. They will be interested in you.

B. Some characteristics of children who have problems learning to read.

1. Difference in language.

2. Poor opinion of themselves.

3. Nothing in common with school.

4. A need for a "Pay-Off" NOW.

5. Emotional problems.

6. Could have problem without showing any of the above characteristics.

C. Principals of a successful tutor

1. Get to know and like the student

2. Try to find out what interests him.

3. Be sure he succeeds, since if he succeeds he will feel good about himself.

D. Homework

Create a step by step plan for making sure the student succeeds. (5 or 6 steps will be sufficient)

IN-SERVICE TRAINING

"TEAMWORK"

1. You must adjust and be ready to work with the person you are assigned.

2. Make sure you take and use information that comes from the teacher and or other authorized person (s) only.

3. If you are to work with someone other than the teacher, be sure you follow school rules and regulations, work with that person closely.

4. Never, under any circumstances, discuss a students records outside your authority. Never become a gossip. Play fair Be professional.

5. Secure a set of rules and regulations for aides from the principal. In your reading, those items not clear, have them explained.

   Note: Remember Discipline is Not Your Job

6. You could possibly be working under several teachers. All of which have different personalities and dispositions. Make every effort to adjust to each situation.

7. If for any reason you are unable to get along with either student or teacher, take the problem to your immediate superior, principal, vice-principal. An unhappy person is not going to be as effective as a happy one.

8. HOMEWORK:

   1. Make a list of problems you are having

   2. Make a list of questions or things you would like to be cleared.

IN-SERVICE

TUTORING IS CARING

"Help a Student Learn to Read"

You will find that many of the tips below have been mentioned before. The purpose is to present a complete set of tips and repetition is intentional.

1. Meet the student in a friendly relaxed manner.
2. Learn and pronounce name correctly.
3. Show interest by asking about his friends, his interests and his problems.
4. KEEP YOUR SCHEDULE - BE ON TIME.
5. Give each student your full attention. Listen to what he has to say.
6. See the teacher for instruction and lesson plans.
7. Don't be afraid of making mistakes - Let him know you are human.
8. Learn school rules and regulations and follow them.
9. Set an example of courtesy and respect.
10. BE PREPARED. HAVE YOUR MATERIAL READY....
11. Keep the lesson moving and changing to keep student from losing interest.
12. Help him with his self-confidence. Expect him to do well.
13. When you meet a problem you can't handle, get help.
14. Be patient, progress will be slow, but changes will come a few months later.

"HELP THE READER READ"

1. Begin at a level he can succeed.
2. Praise for success - Something special
3. Plan lesson around his interest.
4. Reading is understanding - Comprehension.

In-Service
Continued

5. When student can't give you the answer be patient but give him the answer before he becomes uncomfortable.

6. Keep the student learning new word by writing and speaking usage.

7. Help him find books that interest him and he can read.

8. Read stories about subject that interest him.

9. Keep progress chart so student can see his own progress.

10. Let student dictate an experience as a story and let that be his reading lesson.

11. Reading is fun enjoying reading is as important as knowing how to read.

12. Try games - Listening skills to become a careful listener.

13. Use all kinds and varieties of materials to teach reading - Magazine, labels, signs, newspaper, and etc.

14. A child builds his understanding of the printed word by doing, going seeing, hearing, touching, tasting, and moving about with other people getting their response, of joy, anger, sadness, fear, etc.

15. The true and most accurate single part of the student success may be the tutor's interest and enthusiasm.

STEP ONE

WRITING A PHILOSOPHY FOR READING INSTRUCTION

1. _____ We believe and are committed to having every student read at a level commensurate with his ability.
2. _____ We believe and are committed to an individualized continuous progress concept.
3. _____ We believe that every child should be an independent reader.
4. _____ We believe that every child should have success 90% of the time.
5. _____ We believe that initial reading instruction should be an analytical approach (words to letters).
6. _____ We believe that initial reading instruction should be a synthetic approach (letters to words).
7. _____ We believe in an eclectic approach (many approaches).
8. _____ We believe that students should be homogeneously grouped.
9. _____ We believe that students should be heterogeneously grouped.
10. _____ We believe in small group instruction.
11. _____ We believe in large group instruction.
12. _____ We believe in flexible grouping by skill needs.
13. _____ We believe that students should be placed in the core materials based upon an IRI on that material.
14. _____ We believe that students' subskills needs should be identified.
15. _____ We believe in the mastery learning concept and that 95% can achieve mastery by altering time.
16. _____ We believe that a child's progress should be monitored.

The Warrior Times

VOLUME 2, NUMBER 2 | SAN CARLOS, ARIZONA 85550 | FRIDAY, MAY 12, 1978

RICE SCHOOL STUDENT COUNCIL

DARRELL ROGERS - ELECTED PRESIDENT

Darrel Rogers
President

Matthew Hinton
Vice President

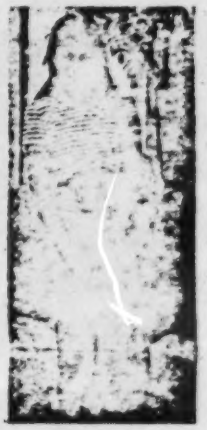
The Rice School Student Council held election for new officers Monday, April 17.

Elected to office were:
President - Darrel Rogers
Vice President - Matthew Hinton
Treasurer - Jack Patton
Secretary - Wilma Brown

Also the Rice Student Body ratified the constitution the Student Council had been diligently working on for three years.

Then April 22 the newly elected officers and old officers represented Rice School at the annual Student Council State Convention. The students found the short group sessions informative. They enjoyed the whole convention.

Jack Patton
Treasurer



Wilma Brown
Secretary

REPORTS

Dear Arizona Educator,

In his recent State of the Union message, President Carter proposed creation of a new Cabinet-level Department of Education, separate from the Department of Health, Education and Welfare. The proposal has already caused considerable controversy.

The idea for such an agency is not new. A Federal Department of Education was created in 1867, and lasted just over a year before Congress demoted it to bureau status within the Department of Interior. This is the first time since then that major attention has been given to a separate Federal education agency, although education currently has Assistant Secretary status within HEW.

There are arguments offered IN FAVOR of a new Department of Education —

* Education is the Nation's largest fiscal commitment — more than $80 billion a year — involving 60 million Americans, one-third of our total population. Education is at least as important as labor and transportation, and deserves a separate Federal agency.

* There are now more than 30 Federal agencies involved in education, with programs ranging from curriculum development and teacher training under the National Institute of Education and the National Science Foundation, to occupational training under the Department of Labor and Indian education under the Department of Interior. All these diverse Federal education programs should be consolidated into one cohesive unit.

* HEW is too unwieldy. While its budget has increased from 23% to 30% of the total Federal budget since 1969, education's share has dropped from 11.5% to 5.5% of the budget over the same period. A separate Cabinet-level department is necessary to give education the clout it needs.

(Continued on Page Two)

Parent Involvement

The cooperation of parents, citizens and school personnel in planning and running educational programs is a concept that has continued to gain strong support all the way from the Federal to the local level.

Parent involvement and support on the local level has become a campaign that has shown strong gains and becoming most effective in developing school projects and programs.

Parents are needed to help the staff plan, through meetings, needs assessments, program directives and assuming the responsible roll in advising the local school agency. This partnership between parents and staff can get results. Rice School students education in the future can be promoted through your action and committee work.

Rice School is in a committee membership drive for parents to sit on committees for program development. The Johnson O'Malley (J.O.M.) Committee along with a textbook committee is needed now plus committee members to work with the Title I Reading and Math project. As parents you can have an active voice in planning school projects and programs.

Rice School District has been notified by the State Department of Education that the San Carlos Apache Tribe has released J.O.M. monies for school programs for this school year. Parents are needed not to sit on the J.O.M. Advisory Committee to set priorities and determine needs for this school year. Your support and reinforcement is basic to improvement of the academic effort. Express your concern by sitting on one of the Committees.

The Title IV Indian Education Project has published its first issue of the school paper, the Warrior Times. Our consultant, Mr. Titla will be involving more students and staff as he makes contact in gathering material for future issues. From interest and comments everyone is looking forward to the next issue of the Warrior Times.

District tutoring aides are involved in an in-service training workshop. With preparation, paraprofessionals can contribute to the effectiveness of the classroom environment. Materials for their workshop is centered around team-work in helping a child to read. Our objective is to improve both communication and job assignment of the tutoring aides by gaining better insights into ways they can challenge those students they will be working with.

Our Special Education teachers report that the time has come around again for the Special Olympics involving our Special Ed. students. Mr. Chansley along with the Special Education teachers will be planning and helping our students prepare and get ready for events coming soon.

ROBERT M. FAIN
Director of Special Projects

RICE SCHOOL CARNIVAL - MAY 20

The Warrior Times

VOLUME 3, NUMBER 1 | SAN CARLOS, ARIZONA 85550 | FEBRUARY, 1978

STUDENT EXCHANGE PROGRAM

Some sixth grade Rice School students have the chance to participate in a student exchange program with children from a school in San Diego, California. Rice students will go to school in San Diego for one week, and the San Diego pupils will attend Rice School.

The children that are going will be flown to San Diego by airplane, and they will stay in the homes of the San Diego students. Rice children will experience what sixth grade students are doing in California. They will learn about living in a city and about different life styles and customs. Additionally, Rice pupils will see many sites and places in and around San Diego.

The San Diego students will come to San Carlos, and they will attend Rice School. They will live in Indian homes and learn about the Indian culture. The California children will be taken to see sites in and around Gila County.

Dr. and Mrs. Arnold Gass are helping to organize this program. Dr. Gass was a doctor at the San Carlos hospital for three years.

Mr. Kitcheyan, Chairman of the San Carlos Apache Tribe, said he will work on ways to obtain the money for the Rice school children to be able to go to San Diego.

More San Carlos homes are needed for the students coming from San Diego. If you are interested in having a child stay in your home for five days, please leave your name at the Rice school Office.

RICE SCHOOL DISTRICT NEWS

Tony Machukay was elected to serve another year as President of the Rice School District Board of Trustees with Orien Dillion to serve again as Clerk of the Board at the January Board of Trustees meeting. The Board also discussed distrnct policy on standards for promotion from the eight grade and how to handle unemployment contributions for the district. The Board accepted the resignation of Lois Christy, so she could accept a teaching position with the Globe High School and authorized a commission to hear a teacher termination case. Donald W. Guyer, Superintendent reports that the San Carlos Apache Construction Company was awarded the contract to level and fill the playground areas under playground equipment. Filling under the playground equipment has been completed.

Rice School District is presently involved in an extensive Title IV Indian Education Program and a Title I—Reading Program and Mr. Robert Fain, District Special Program Director reports that the Rice School Parent Committee on Indian Education has held a series of meetings in November and December to assess needs for the 1978-79 Title IV Indian Education Program. A Public Hearing was held at which time the present program was presented and future programs were discussed. From this meeting the group nominated a 40 member Parent Committee to serve with Mr. Joe Goombi as their new chairperson and Evangeline Jones as the Vice-chairperson along with Beatrice Cassa as Secretary. Final drafting of the new program should be completed for approval next week.

The Title IV Indian Education Project for 1978-79 will be centered with a strong Counseling program with other projects such as, Home Reading Materials, Field Trips, School Newspaper and Tutoring Aides to help motivate the learning process and generate good school spirit. The initial grant for this year is $85,000.00 with a good chance for additional funds later in the year. The 1977-78 Title IV Indian Education Program total allocation from Washington ended with six amendments and $92,000.00 and a Multi-Educational Needs Program. This years program like next years program has a strong counseling program, Home Reading Material, Parent Attendance Incentive Tutoring Aides for Kindergarten through Eighth grade and a School Newspaper project. There has been some problems with the School paper but that has been corrected and should have a publication this month.

The Title IV ESEA Reading and Math. Program for 1977-78 is off and running with many of the students showing a great deal of improvement near the mid point. This years allocation of $147,000.00 covers the Reading and Math. program for three schools, Rice, St Charles and Peridot Mission Schools. We have three Reading Teachers and fourteen Teacher-Aides. Also incorporated into the program are monies so the aides and Teachers could attend conferences and workshops. At this writing all of the Aides have attended two workshops and some three. The Reading teachers are scheduled for a workshop in February and possibly another conference workshop combination for both teacher and aides this Spring. Rice School does a great deal of group and individual remediation in the Reading clinic while Math is done in the regular classroom through aides supervised by the teacher. The Parent Advisory Committee meet every other month and receive a report on the projects progress.

Rice School District will receive $243,400.00 in Federal Grants for supplemental educational programs during the 1977-78 school year.

8TH GRADERS GOING TO STATE

Joe Thompson	Morris Antonio
Davey Swift	Leonard Hoffman
Ferron Hudson	Dennis Logan
Horace Newman	David Thompson

STATE TOURNAMENT

The State Tournament begins Saturday, February 11, and runs through Saturday, February 18, at Apollo High School, Gerard High School, and Grand Canyon College in Phoenix. As of yet, the Rice Team does not know they will play in the tournament.

The Rice Warriors have posted an impressive 19 wins and 6 losses so far this season. Although playing taller opponents all season, the Warriors have relied upon their quickness and sharp shooting and team play. Outstanding players for this years tem are Mike Patten, Morris Antonio, Joe Thompson, Vincent Long, Gabe Sneezy, Mike Nash, Davey Swift, Joey Goombi, David Thompson, and Lamont Hoffman.

Other players who have contributed to the success of the Warriors this season are Dennis Logan, Benjamin Nash, Leon Phillips, Ferron Hudson, Chester Antonio, Farrel Goode, Mike Nelson, Horace Newman, and Sidney Smith. Doug Schmidt and James Delma have been outstanding as team state man and manager respectively.

In three tournaments, the Warriors placed third, 2nd and 1st. They won the Safford Tournament for only the second time in Rice Basketball History. They placed second in the Rice Tournament by a mere basket, and placed third in the Superior Tournament.

The Warriors are averaging 43 pts. per game while limiting their opponents to 29 pts. per game. The Warriors and Coached by Mr. Chansley, 8th grade teacher.

8TH GRADE BOYS BASKETBALL TEAM